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Bridgewater State Normal School

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SEPTEMBER, 1892.



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NORMAL OFFERING.

A SCHOOL MONTHLY

CONTENTS

Editorials - - - - -	1	Entering Class, Sept. 1892 - - -	8
The End of Education in the Public School - - - - -	2	Base Ball - - - - -	8
With a Raymond Excursion PART 2	4	Departments	
Graduation - - - - -	6	The Gymnasium - - - - -	9
Reception by the Class of June '92	7	Physical Laboratory - - - - -	9
Biennial Convention of the Normal Association - - - - -	7	Personals - - - - -	10
		Locals - - - - -	11

Edited and Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

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Normal Offering.

Vol. XII.

State Normal School, Bridgewater, Mass., September, 1892.

No. 1.

The Normal Offering.

Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

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Manager.

The OFFERING is strictly a school paper, and all members of the school
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING," Normal Hall,
Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

PRESTO, change! A new term has appeared
on the scene with all the attendant changes.
Old faces have disappeared and new ones take
their places. New lines of work confront us all.
New opportunities come to us to be improved or
neglected.

TO all the newcomers we extend a sincere and
heartily welcome. We hope you will find the
life of a Normal pleasant. Work you will surely
find—as much of it as you choose to do. But
what things are worth getting that do not cost
labor? Yet along with this work are chances for
many new associations and opportunities for

other lines of work or recreation. The Lyceum
is making strenuous efforts to obtain new mem-
bers, and offers excellent opportunity for one to
exercise whatever musical or literary talent he
may possess, and to cultivate the power of think-
ing before an audience. Base ball and foot ball
players will be welcomed with open arms. The
tennis courts invite experts or learners to prac-
tise. If you are ready to enter heartily into the
spirit of our life you will soon be at home, and
feel that bond of sympathy which exists between
all true Normals. Then, no doubt, your experi-
ence here will be most valuable to you.

MAY the Lyceum be successful in its en-
deavors to obtain new members. This is
a most important adjunct to the school and one
in which every member should be deeply inter-
ested. Too many times have pupils held off and
then commented on the little apparent interest
shown by members and the few speaking in gen-
eral debate. With this term new plans are being
adopted to increase the membership. The enter-
tainments and debates, with occasional musi-
cals and mock trials, offer attractive and very
beneficial occupation for alternate Friday even-
ings.

WITH all these changes comes one no less
marked in the Editorial Board of the
Offering. An entirely new board takes charge
of Volume XII., and in this number introduces
itself to the public. The work is new and avail-
able time short, so that the success of this Vol-
ume depends largely on the amount of interest
shown by the members and graduates of the
school.

PERHAPS it may not be amiss for us to here
state our aims and hopes for this Volume.
On looking over the files we are struck by the
line of work adopted by one editor. He hoped
to make the OFFERING one of the standard edu-

cational papers with articles written mainly by successful teachers. To us it seems preferable to make this a *school* paper—one that shall interest pupils and alumni in the work of this school, in the positions occupied by schoolmates, and which shall develop the literary talent of *each pupil*. Such a paper would seem more practicable and more valuable than the one referred to.

THE Editors do not wish to depart from any time-honored custom of this paper; especially is this the case when the custom has arisen from stern necessity. Therefore they would at the first opportunity solicit the aid of every pupil, especially in sustaining the OFFERING. Contributions from graduates will also be very welcome. Although it is too often the case that the responsibility of everyone is assumed by no one, yet we hope the suggestions recently made by our Principal may sink deep into the ears of every hearer and be productive of many contributions. Very short efforts will, as he suggested, be gladly received. No essays, to be most interesting, should contain more than eight or ten hundred words. Write on what topics you choose—educational or otherwise. Have you taught school? Tell us of your first attempt. Do you live in an historic or picturesque place? Describe it. Tell us about some good vacation trip. Discuss some question of the day—debate with a friend as opponent. For the October number articles concerning Columbus or the Columbian Fair will be especially appropriate.

FOR the convenience of those having articles for publication, a box, properly labelled, will soon be put up, wherein such can be dropped. Essays, personals, or locals may be placed in it, also kindly suggestions and criticisms for the Editors. *Please use it.*

A SUGGESTION to those who are not subscribers to the OFFERING. *Subscribe at once.* By so doing you will help the paper along and become interested in it yourself. *Do not* depend on reading another's copy. *Forsan et haec olim meminisse juvabit.* You may sometime like to look over those papers, at least, which were published while you were in school.

FIELD DAY will be Oct. 1. May it be a success and all the records be broken!

THE END OF EDUCATION IN THE PUBLIC SCHOOL.

TO the educator education may be defined to be both a science and an art. As a science it has to deal with the investigation of those principles which regulate the harmonious development of man's threefold nature. As an art it is the skillful application of those principles in the life of a human being. He who would make the best application of them must know not only the principles but the history of their application. Such a knowledge enables one to see what other men have held as the highest end to be sought, and from their mistakes or successes to form his own ideal.

Our institutions, political, social and religious are what they are as the result of a long period of preparation modified by the thought of to day, and education is no exception to this rule. It is well in all lines if we can calmly think over the past, select from it all that is good and true, eliminate from the present all that is false and combine the good of both in such a way as to lead to the attainment of what shall seem to us the thing most worthy to be attained. Especially is this true in the endeavor to improve the public school, which is demanding and receiving to-day, the earnest thought of all interested in education. Many and varied are the demands made upon it. Many different views are entertained as to the object which it should seek to accomplish.

The first record we have of systematic education is in the old "Eastern Nations" of Egypt, China, India, and Persia. Here the education meant such a training of the youth as would fit them to become homogeneous members of the community to which they belonged, the institutions of which were to be preserved and continued by them unchanged. The claims of individuality were unknown and a blind and slavish submission to the constituted authorities was the basis of all education. No advance was asked, none was made.

While the Oriental child was taught to become a docile member of the family, caste, or state, Greece

and Rome conceived the idea of individual education. The harmonious development of mind and body was the end set forth, and the high ideals of beauty and the profound depth of philosophy which Greece has left to the world show how potent a factor these new aims were in the education of youth. Here the development at length became one sided; beauty and culture became supreme, the education took a speculative form, and Greece after giving to the world the high aim it did, fell before practical, systematic Rome.

Rome fitted her youth for the state, and under such training the Roman went forth to conquer the world. Great power brought in great wealth; prosperity preceded adversity, and although the conquest of Greece opened up to the practical mind of the Roman the opportunity for a union of the two ideas in education, the individual and the individual for the State, thus making possible a higher, broader education, it was too late; an educational aim was impossible of attainment with virtue and honor gone, and Rome fell before the Teutonic hordes of the North.

Almost in its dying struggle, however, Rome aided in the spread of the Christian Religion, which has been to us probably the greatest factor in the determination of what education means. The new power, however, dominated for a while, to the exclusion of all else; an education in religious lines only became supreme; and in its little understood meaning and consequent application, the education of man seemed lost during that age in which those wild Teutonic tribes were appropriating and assimilating as their contributions to the world's legacy of thought, the truths and grandeur of the new power. Seemingly the "Dark Ages" of man's history, really a preparation for the present.

The downfall of the old Eastern Empire was the signal for the advance again. The good of the past was to be united to the good of the present, and in their union we gained the great truths which are our legacy from the Reformation. In all the countries of Europe there came to the front earnest men who realized that the nation becomes what its youth are educated to be. They called from a study of words to a study of things; from the acceptance of a thing

on authority to the acceptance of a thing on fact; from the adaptation of studies to the man's mind to the adaptation to the pupil's mind; to investigation, proof, fact, and adaptation to the mind of the learner.

Thus from our vantage ground we are able to look over the field of the past. As in the earth's history certain forms of life have come into being, have risen to prominence, have dominated for a while and then given way to a successor, but have continued to exist, in a modified form, even until to-day, so we find in the field over which we gaze that these ideas which the nations of the past have advanced, have had a similar experience. Still the call is heard in some places for a mechanical education, in others for an ideal, in others for a practical, and again in others for a religious education. Each good and right when modified by the others, but, as history has shown, harmful when given undue prominence. It is our duty, in the light of history, to make a choice of what the end shall be in the education of our youth.

A careful consideration of the lessons of history will lead us to at least three things to aid us in our work:— a belief, an end, a means. A *belief*; that all classes should be educated, the education conducted by the state. An *end*; the harmonious development of all the powers of the individual. The *means*; the application of the principles derived from the study of body and mind. The end, then, for which we are to seek in the public school is the harmonious development of *all* the powers of the individual. To develop these powers is to acquire facility in their use, and come to a consciousness of power. We are not to fit a pupil for some particular occupation or position in life, but to bring him into such state that he may wisely choose his line of work for himself, and be able to make an intelligent use of those means which he must use to secure the end for which he shall seek. Nor is the end sought the acquisition of knowledge merely, which leaves out the idea of power to use that knowledge.* Mere development of the intellect means the non-development of the sensibilities and will, whereas if power to use is the end in view, the sensibilities and will must be developed.

The pupil is primarily a human being, and it is in this view that we must regard him during the

larger part of his school life. The great object for us is to lead the mind into a course which it can successfully pursue through life; to form habits of observation, thought, and right action; to create a hunger and thirst for all true knowledge; and as far as is possible bring the pupil to the right use of all the power with which nature has endowed him, and all that he may gain through life.

As to the way in which this end is to be attained; summed up in the opening statement it is to be secured by the skillful application of the principles of education, in the life of the pupil. Any power acts in the right way only as it is excited to activity by the proper object. We do not *observe* unless some object invites our attention. We do not *feel* unless some object excites the emotion. We do not *will* unless moved to do so by some feeling. All primary knowledge comes to us through the observation of some object by which the emotions are excited and will brought into action.

In the almost total lack of illustrative material in the past, may be found the cause of much of the irksomeness and barrenness of our schools; in the uninterested use of but half understood words, and the consequent memorizing of wholly unmeaning sentences. The too early use of the book is worse than useless. When an idea has been acquired from the object and associated with its sign the book increases the knowledge and broadens the view. It is the duty of the teacher to lead the pupil to acquire the ideas in such a way as to feel that they are *worthy* of acquisition, that they are for *use*, and to the *right* action of the will in determining their use.

A second thing upon which the successful carrying out of this work depends is a carefully selected and well graded course of studies. A course adapted to the unfolding of the mind of the pupil, and the dependence of the various branches of knowledge.

Thus by the skillful application of the principles of education, and a course of studies so arranged as to favor a harmonious development, the activities of the pupil are to be so directed, stimulated, and controlled, as to lead to the attainment of that end which history and our own thought show us to be highest; to bring the pu-

pil into that state where he will have full command of himself, will make the best use of all his powers, and live in the faithful performance of his duties in all his relations in life.

WITH A RAYMOND EXCURSION.

Continued from last number.

THE City of Mexico is now resting on the top of a vast swamp, formerly a lake, which is now some seven or eight miles from the city.

On the north are the famous floating gardens, bits of land reclaimed from the swamp or lake, with canals between, which furnish all the vegetables, fruits and flowers for the city. A long canal leads to these wonderful gardens, up and down which you will see the long, low barges plying every morning, with men, women and children to sell the produce. A lighter boat with an awning and "gondolier" or boatman, carries tourists up this same way, lowering the awning as you approach the little bridges, while you settle yourself into the bottom of the boat. This sail is unique and should not be missed by any traveller. At the south of the city is the noble old castle of Chapultepec, the hill of the grasshopper, now the presidential mansion. It is on a solitary rock some two hundred feet in height, and is surrounded at its base with a dense growth of lofty cypresses that must have been standing in the days of Montezuma. These are festooned by gray Spanish moss, adding still more to the impressiveness of the scene. This castle commands the City of Mexico and the surrounding plain. There is but one road to its summit and that very steep and rocky. On the way up you pass a monument erected to the memory of some young cadets who fell at the capture of the fort during the Mexican War; every morning fresh flowers are laid upon the shaft by the cadets who are members of the military school now established in the castle above, a wonderfully fine place to train the youth of Mexico in methods for defending their father land.

This castle completely crowns the apex of the rock so that in any direction you look down on a sheer descent of one or two hundred feet. It is surrounded by beautiful balconies, interspersed

with flower gardens filled with gorgeous tropical flowers and the view is simply grand off over the valley, surrounded by the snowy mountains and capped by a soft and cloudless sky. It is said that the castle was built in sections, and has one very remarkable architectural feature in a double staircase that seemingly has no support. When Maximilian first saw it he said he would not trust his weight upon it, but after seeing a regiment marched up and down upon it, ten abreast, he was reassured. It is of snowy marble with brass balustrades, very beautiful, and is said to be the only one of its kind in existence. There is also an astronomical observatory attached to the place, and it seemed to us that never had we seen the stars so large and so brilliant as here in Mexico, possibly owing to the greater rarity of atmosphere. The cathedral is a large, spacious building, its choir filling the entire centre; while beautiful for Mexico it cannot compare with the cathedrals of the Old World. Its bells are wonderfully fine. The museum, the art gallery and its art school were all visited and admired, but the city itself has not many features of interest. It has a good library and fairly good schools, but every other day being a feast day, when the schools must be dismissed, the progress is slow.

One day President Diaz gave us a reception. He was very gracious and dignified, and received us in the National Palace, in a large and elegantly furnished state apartment.

South of Mexico the civilization is more pronounced, and though almost every city has its bull fights on Sunday, it will not be many years before they will be things of the past. Puebla is a lovely city. Many of its facades and domes are finished with glazed tiles. It has a beautiful plaza and cathedral that rivals the one in the City of Mexico, and here we heard the best of Mexican music. From this city we visited the Pyramid of Cholula, erected by the Aztecs, where many of their idols are still found. It is supposed to have been a place for sacrifice, and among the most noted. The view from the top was exceedingly fine, almost rivalling that of Chapultepec. From this place we also journeyed to Tlascala, a purely Indian country, where Cortez found his sympathizers. In fact, without their aid he never would have been successful.

The town is full of mementos of him—his cloak, his banner, his sword and many other things are treasured in the town hall. As you approach the town, which was once a large and powerful city, you see on each side the clayey terraces and remains of the former city, under which doubtless many relics could be obtained of historical value. How many times I have wished the Bridgewater students could have the privilege of visiting this land, for the many object lessons it could give them in mineralogy, biology, geology, geography and history, aside from the broader study of humanity in its various stages of civilization.

After a visit down the steep mountain side from the height of 8000 feet to the "Tierra Caliente," or hot country, by clinging to the sides of precipices, crossing deep ravines on lofty bridges, and passing through many tunnels, seeing the sugar cane, the coffee, the banana, the pineapple and above all, the wealth of lovely orchids clinging to the trees like so much moss, with their strange uncanny flowers nodding to you on every side, while off in the distance shone the snowy peaks of Arizaba, crowning the whole with its glistening dome. After this we visited Guadalajara, the Boston of Mexico as it is called. Here you find clean streets and the beginning of civilization and enterprise. The orphan asylum here was visited. It was built around a court, like all the houses in Mexico, in which are fountains and tropical flowers. The pupils were happy and contented, and I had the pleasure of seeing them and talking to them through the interpreter of schools in a far distant country. The writing of the slates compared very favorably with our own American schools, and the little Kindergarten was full of interest and progress. Manual training was an accepted part of the program and the work very fine.

From this place we began to bid farewell to Mexico and wend our way northward over the plains, through Haciendas, cultivated with the greatest care—rivalling the ranches of California or the West; through miles and miles of the Maguey, (our Century plant) which yields them food, drink and clothing. Pulque, which is taken from it, is very intoxicating, but the only remedy is the guard house and jail. It can be cut up and preserved for food, and its long tough fibre is

used for ropes and cordage and makes a very respectable kind of coarse cloth. The end of each leaf terminates in a thorn, which, with the fibre attached to it, makes a good needle and thread. When this plant matures it shoots up a spike from its centre twenty or thirty feet high, crowned with brilliant orange flowers. The national bread of the Mexican is the *tortilla*, a sort of flattened griddlecake made of corn. Roll this up into a cornucopia and fill it with chopped meat, tomatoes and chile, and you have a *tamale*, one of their choice dishes. It is not advisable to visit their cooking repositories if you wish to preserve your appetite. They are also very fond of sweets of all kinds and display them very temptingly to the passer by, but our excursion as a rule did not indulge lavishly. As we flew back over the plains and the hot, dry, dusty desert we only wished that we might have tarried longer in this very quaint and interesting land. To have a longer look at the lazy, picturesque people, visit many more of the cathedrals and schools, have more time to dream and to make sketches under the sunny sky. It is the country of all others for the artist, with its glowing color, its beautiful scenery and its picturesque costuming. I hope that many of my friends may sometime have the pleasure that I have had in visiting it, but as soon as possible, for the country is fast losing its early charm and novelty. E. F. BOWLER.

GRADUATION.

A TYPICAL Bridgewater Graduation Day—hot and pleasant—greeted the fifty-three graduates of June '92 and their many friends, who crowded the Assembly Hall. The Hall itself had been very tastefully decorated by the members of the Sub-Senior Class, and, in the opinion of many, looked prettier than ever before. Floral pieces, potted plants, and cut flowers were placed in all appropriate places.

The exercises occupied the forenoon, commencing at 9.30 with devotions, after the usual manner of the school. The exercises of the graduating class took the form of an examination in Psychology, conducted by the Principal and Hon. John W. Dickinson, Sec. of the Board of Education. Immediately after the singing of a

chorus "On Life's Journey," Mr. J. F. McGrath rose and in a pleasing speech presented the busts of Columbus and Washington, which had been placed above the platform, as the present from the class. Mr. Boyden responded in behalf of the school, after which a selection was played by the Normal Orchestra. The customary report of the Principal and his Address to the Graduates were given, followed by a musical selection "The Owl and the Pussy Cat," by the school.

Miss Mary L. Cobb of Plymouth read an essay and valedictory "The Appreciation of the Beautiful." The essay representing the four-years' class was delivered by William F. Eldredge of New Bedford, on the subject "The End of Education in the Public Schools."

After singing by the school—"O Italia Beloved"—came the presentation of diplomas. This was done in a very pleasing manner by Mr. Geo. I. Aldrich, A. M., a member of the Board of Visitors of this school; this address was genial and interesting. Owing to the lateness of the hour but little time was left for speaking; brief remarks were made by Mr. Geo. H. Martin, Agent of the Board of Education, Mr. B. B. Russell, Supt. of Schools in Brockton, and others. The graduating exercises closed with singing of the Doxology.

In connection with the music, especial credit is due the leader of the Orchestra, Mr. W. L. Bates of Hingham, who arranged all the orchestra accompaniments.

During the afternoon many visitors went over the new building. Fine collections, gathered by the pupils, were on exhibition; these included Geology, Mineralogy, Botany, Zoölogy, Geography, Geometry, Drawing, and Wood-working from Normal classes and the Model School.

The gymnasium also attracted many visitors, as it had just been fitted up with a large amount of new apparatus for the Swedish gymnastics.

—'91. Miss Louise Keith is teaching in the Rogers Building, Fairhaven.

—'92. Mr. Merton Leonard is overseer of the Normal Department in Shaw University, North Carolina, and also lectures on Psychology and Methods of teaching.

RECEPTION BY THE CLASS OF JUNE '92.

ON the evening of Graduation Day occurred one of the eagerly-expected events of every term, the reception of the Graduating Class. A large number of the pupils and alumni of the school availed themselves of the invitations of the class, and the Assembly Hall was well filled. Baldwin's Cadet Orchestra, of Boston, furnished highly satisfactory entertainment. The decorations of the room remained as they had been during the day, and with the evening dresses made a beautiful scene under the brilliant electric light.

The visitors, as they arrived, were escorted by gentlemen of the school to be presented to the reception committee, who stood near the rear entrance of the hall. The time was spent in a social way and in promenades, although the crowded condition of the hall prevented anything elaborate in that line. After enjoying a very pleasant evening, the company broke up at ten, thus closing the record of another term in the history of the school.

BIENNIAL CONVENTION OF THE NORMAL ASSOCIATION.

ON June 30 occurred the Biennial Convention of the Bridgewater Normal Association. The forenoon exercises, held in the Assembly Hall of the school building, began at 10.15, Samuel J. Bullock of Boston presiding. After prayer by the chaplain of the day, Rev. A. E. Winship of Somerville, the Normal Orchestra gave a selection. At the business meeting the following officers were elected: President, J. M. Dill of Boston; Vice Presidents, S. P. Gates, Bridgewater; J. M. Parker, Marblehead; Miss Harriet C. Emerson, Springfield; Miss Hattie Hart, New Bedford; Miss Alice Lannon, Boston; Secretary, Miss F. A. Comstock, Bridgewater; Treasurer, F. F. Murdock, Bridgewater.

The address was delivered by Mr. Granville B. Putnam, master of the Franklin School, Boston, on the subject, "The Relation of School and State."

Mr. Putnam discussed the problem of immigration. He affirmed that our schools and State

must stand or fall together and, though our government may now seem secure, yet it may be that seeds are being sown which will eventually result in destruction. After referring to the vast number of foreigners annually landed on our shores and to the classes from which these come, he showed that even if all immigration should be immediately stopped, the problem would still remain. Many of those now here will not become patriotic citizens, nor are the children becoming such. Yet these children will soon be citizens, with votes as powerful as those of the chief magistrates of the land. Whether these become true Americans or vagabonds and outlaws depends on whether or not the moral training of the school is sufficient to overcome the baneful influence of homes and street corners. On our public schools principally depends our country's future.

Following the address the Columbian Ode, written by Mr. Putnam, was rendered by a chorus from the school, with orchestra accompaniment. After singing "Auld Lang Syne at School," a procession was formed, marshalled by J. M. Dill, of Boston, and proceeded to Town Hall, where a collation was served at 12.30. Addresses, varied with music from the orchestra, filled up the afternoon. Speeches, in many cases discussing the questions raised in the morning's address, were made by Mr. A. G. Boyden; Mr. Nathaniel Allen, Newton; Mr. Geo. H. Martin, Lynn; Rev. A. E. Winship, Somerville; Mr. G. B. Putnam; Mr. J. M. Dill; Mr. F. H. Kirmayer, Bridgewater; Miss Mary Winter, Boston; Mrs. John D. Billings, Boston; Mrs. Rev. A. E. Reynolds, Natick; Mr. O. M. Farnham. It was suggested that a Normal pin be adopted as a bond of union between all members and graduates of Bridgewater Normal School, and the matter was referred to a committee. The Association voted to publish the address of Mr. Putnam. This will soon be on sale at twenty-five cents a copy. Copies may be obtained from the NORMAL OFFERING or at the office of the New England Publishing Co., 3 Somerset St., Boston.

—'92. Mr. Robert S. Atkins has accepted a position in the Webster Grammar School, Cambridge, formerly held by Mr. F. E. Parsons.

ENTERING CLASS, SEPT. 1892.

MEN.

William F. Babcock, Chester, S. C. Robert E. Burke, Boston. Arthur W. Davis, Rutland. Russell Eaton, Bridgewater. Brenelle Hunt, Abington. Arthur W. Kallom, Berlin. Edward C. Knight, Manchester. Percy E. Mann, Rockland. Eugene C. L. Morse, Medway. Frederick F. Smith, Bourne. Frederick W. Swan, Dorchester. Frank A. Tibbetts, Salem. Claude L. West, Waterville, N. S.—13.

WOMEN.

Jennie M. Alden, Brockton. Sarah P. Arnold, Brockton. Clara M. Barton, Hatfield. Adelaide D. Billings, Canton. Alice H. Blackmer, Plymouth. Jennie F. Blodgett, Billerica. Sophie A. Borden, Brooklyn, N. Y. Alice L. Cannon, Bridgewater. Nellie A. Clorety, Brockton. Bertha V. Cobb, Attleboro. Charlotte B. Crane, Berkely. Grace R. Creighton, Fall River. Alice M. Davis, Worcester. Martha B. Davol, Taunton. Mary H. Day, Derry, N. H. Carrie V. Desmond, West Medway. Nellie M. Drury, Westminster. Amelia C. Ford, Malden. Helen D. Foster, Hanson. Marion H. Garfield, Maynard. Ella M. Graham, So. Lancaster. Gertrude A. Hastings, Ashburnham. Florence S. Holmes, Bridgewater. Jessie L. Holmes, Brockton. Harriet L. Holmes, Wollaston Heights. Mary Jones, Brockton. Cora S. Keith, Bridgewater. Maude W. Kendrick, Chatham. Honora A. Kennedy, So. Weymouth. Harriet E. Kingsbury, Worcester. Bertha C. Kinney, W. Bridgewater. Cora M. Leach, Bridgewater. Grace E. Lingham, Hyde Park. Margaret V. Mahoney, Fall River. Helen G. Malley, Wareham. Ida B. Manchester, Westport. Grace H. Manter, Plymouth. Lucy Manter, Nantucket. Mary L. Messer, Medford. Helen A. Mitchell, Bridgewater. Nellie F. Monk, So. Braintree. Maud Morton, Plymouth. Maud B. Nelson, Lakeville. Harriet C. Norton, Medway. Carrie H. Parker, Middleboro. Ethel S. Parker, Plymouth. Susie G. Parker, Cambridgeport. Mary B. Pratt, Bridgewater. Lillian A. Richardson, Hyde Park. Gertrude Sanborn, Hyde Park. Winifred W. Sears, Dighton. Edythe H. Snell, Bridgewater. Leila H. Sprague, Wollaston. Lelia G. Stillman, Ashaway, R. I. Elizabeth R. Swain,

Brockton. Ethel A. Tillinghast, Worcester. May A. Wilson, Boston.—57.

BASE BALL.

J. S. FITZPATRICK.

JUNE 18th. Today the B. N. S. played at Randolph against the Athletics of that town. The boys played their usual strong game and easily defeated the home team. The score:

Batteries B. N. S. Paul and Gardner. Athletics Guttermuth and Williams. Base hits—B. N. S. 9. Athletics 7. Errors—B. N. S. 5. Athletics 6.

Two-base hits—McGrath, Cholerton, Guttermuth. Sacrifice hits—Hutchings, Thompson (2). Stolen bases—Paul, Gardner, Hutchings, McGrath (2), Carroll, Fallon, Harty (2), Pope, Williams, Bullock, H. Cottle. Struck out—Harty, Nye, Guttermuth, Bullock (2), H. Cottle. Hit by pitched ball—Harty. Passed balls—Gardner, Williams (2).

JUNE 25th. The Crescents of Newton came to Bridgewater today and were defeated by the home team in an exciting six inning game. This was one of the best games of the year, each team doing fine work. The features were the work of both batteries and the playing of Eldridge in center. The score:

Batteries. B. N. S.—Harriman and Gardner. Crescents—Twombly and Timbal. Base hits—B. N. S., 8; Crescents, 3. Errors—B. N. S., 4; Crescents, 3.

Two-base hit—Barton. Three-base hit—Barton. Sacrifice hits—Paul, Harriman, Gardner, McGrath, Carroll. Stolen bases—Paul (2), Hutchings, Carroll, Eldridge (2). Base on Balls—Paul, McGrath. Struck out—Hutchings, Fallon (3), Packard, Twombly, Furber, Kistler. Passed balls—Kimbal (2), Gardner. Wild pitches—Twombly (2). Umpires—Duckworth and Fitzpatrick.

JUNE 28th. The last game of the season was played on the campus to-day between the B. N. S. and Boston College '94. Our boys won handily through superior batting and base running. Carroll's three bagger and E. Barry's playing on first were the features. The score:

Batteries; B. N. S.—Harriman, Paul and Gardner; Boston College—Crawford, Hart, W. Barry. Base hits—B. N. S.—8, Boston College—2. Errors; B. N. S.—4; Boston College—6. Three-base hit—Carroll. Sacrifice hits—Fallon. Stolen bases—Paul (2), Gardner (3), Eldridge (2), Carroll, Cholerton (2), Duckworth (3), Hart, O'Connell. Hit by pitched ball—Gardner. Passed balls—Hart (2).

—'92. Miss Ewell is teaching in Natick, R. I.

—'91. Miss Lizzie Spencer has obtained a position in the Grammar School, Rowley, Mass.

DEPARTMENTS.

MISS H. M. BEALE.

THE GYMNASIUM.

THE gymnasium has lately been furnished with apparatus so that it presents a very attractive appearance and furnishes an opportunity for practical work. The approximate size of the room is 29 x 70 ft. with an alcove on the south 10 x 23 ft. There are twenty-two stall bars with benches on the northern side, one half on each side of the entrance. On the east is a horizontal ladder, which is nine spaces long by three spaces wide. It may be used inclined or horizontally, or dropped so that it is vertical. Opposite, are two vertical ladders which can be inclined. They are each five spaces long by four spaces wide.

There are four sets of horizontal bars arranged in two parts, one half parallel with the western wall and the other with the eastern. The bars are supported in this manner,—there is one post on the south, another on the north and a center one hinged from the ceiling, and extending from the wall posts to the center post are the movable horizontal bars. Parallel with each set of bars are nine vertical ropes, and extending from the ceiling, at the outer ends of these rows, are four ropes which meet in the center and are fastened by a peculiar arrangement to the floor.

In addition to this apparatus, there are jumping stands, mats, parallel bars, dumbbells, wands, a few Indian clubs, a vaulting box, vaulting board and poles. All the apparatus is arranged so that it can easily be pulled up from the floor or removed to the alcove and thus give room for free work. Classes of forty can be easily accommodated.

PHYSICAL LABORATORY.

THE appropriation made at the last session of the Legislature has rendered possible the purchase of a large amount of new apparatus. Much of this apparatus is now here and ready for use, more is ordered, and nearly all of it will be here soon.

The following list is confined almost wholly to the apparatus actually received.

Dynamo, worked by foot power, giving a current strong enough to decompose water rapidly,

or to light several small incandescent lamps; a motor specially wound to work to the best advantage with this dynamo is being made for us.

Storage battery, charged to furnish an ampère current for thirty-five hours, and rechargeable by the dynamo.

Small incandescent lamps.

Telegraph set.

Thermo-multiplier; the galvanometer to use with this is ordered.

Siren and bellows.

Steel cylinders, for limit of sound.

Maximum and minimum thermometer.

Dial thermometer.

Two balances, weighing from one hundred grams to one centigram, with full sets of weights.

Two scales, weighing from two kilograms to one decigram, with weights; other balances and scales like each of these are ordered, also a balance weighing to one-fourth milligram.

Micrometer calipers, reading directly to one-hundredth of a millimeter, also ordinary outside and inside calipers.

Spherometer.

Wire gauge.

Hydrometers for heavy and for light liquids.

Mariotte's apparatus.

Masson's apparatus, for pressure of liquids.

Tourmalines.

Hollow prisms, for study of spectra of liquids.

Radiometer.

Electroscope.

Rheocord racks and galvaniscopes.

Grenet cells.

Daniell's cells.

Longitudinal expansion apparatus.

Specific heat apparatus.

Magdeburg hemispheres.

Vacuum gauge.

Aspirator, alternative for air pump.

The above list, which can be materially extended when the ordered apparatus is received, will give some idea of the increased facilities which the laboratory can offer to students.

Work can be done now which could not be attempted before, work which has been done to some extent can be much better done, and a larger number can engage in the same lines of work at the same time.

Some of the apparatus, as for example, the balances will be used by the students in Chemistry as well.

W. D. J.

PERSONALS.

MISS BELLE GANNETT.

—'92. Miss Flora Newhall is teaching in Ayer.
 —'92. Miss Meagher is teaching in Bellingham.
 —'92. Miss Hattie Shaw has a school in Dedham.
 —'92. Miss Bessie Townsend is teaching in Titicut.
 —'92. Miss Clara Wheeler is teaching in Ludlow.
 —'91. Miss Barbara Hunter is teaching in Newton.
 —'92. Miss M. E. Lovell is teaching in Wayside Inn.
 —'92. Miss Agnes Gorman has a school in Hingham.
 —'92. Miss Annie Weston begins teaching in Abington.
 —'92. Miss Ellen Roche is teaching in South Weymouth.
 —'92. Miss A. U. Weston is teaching in East Bridgewater.
 —'92. Mr. Herbert Packard is teaching in Alton, N. H.
 —'92. Miss Emma Lundberg has a school at Farley, Mass.
 —'92. Miss May Barker is at present in the Model School.
 —'92. Miss Ida Pierce is teaching in the Athol High School.
 —'92. Miss Grace E. Nickerson is teaching in Athol Centre, Mass.
 —'92. Miss Angie M. Sayles is teaching in North Adams, Mass.
 —'92. Miss Mary Warner is principal's assistant in Montague, Mich.
 —The engagement of Miss Isabelle F. Chamberlin to Mr. Horace F. Ruggles of Boston is announced.

—'92. Miss Sarah Crawford is in the Training School, Cambridge.

—We are glad to have with us once again Miss Eddy and Miss Goodwin.

—'92. Miss Minnie Webster is in the Training School at Cambridge.

—Miss Bertha Burgess is attending the Normal School in Milwaukee.

—'90. Mr. William L. Phinney is principal of a Grammar School, Lynn.

—'92. Miss Mildred Hunter is assistant in the Franklin High School.

—'91. Miss Edith M. Keith is teaching in the Webster School, Cambridge.

—'92. Miss Abbie Etta Allen is teaching at her home in South Dartmouth.

—'92. Mr. Howard Leonard is principal of the High School in Dartmouth.

—'92. Mr. Thomas Barry is principal of a Grammar School in Springfield.

—'91. Mr. Chas. E. Reed, English and Classical school of Providence, R. I.

—'92. Mr. William L. Bates is principal of the High School at Rockport, Mass.

—'92. Miss Josephine Foster is teaching in the fourth grade, Pittsfield, Mass.

—Miss Mary A. White has not returned to school but is teaching in Holbrook.

—Married—Quincy, Aug. 3, 1892. Julia A. Williams '88 and E. Irving Beal '90.

—'92. Miss Anna Welsh has accepted a position in the schools of East Walpole.

—'92. Miss Janet Patterson is assistant in the High School at Berlin, New Hampshire.

—'92. Miss Flora Billings is employed in the Ames Grammar School, at Dedham, Mass.

—'89. Mr. Chas. Wetherbee is principal of the Grammar School in Newton Upper Falls.

—'92. Mr. J. F. McGrath teaches Natural Sciences in the High School of Natick, Mass.

—Married—Waquoit, Aug. 23, 1892, Lila W. Childs '91 and Dr. C. W. White of Fairhaven.

—'91. Miss Ellouise Eldridge has accepted a position in the Scotland district, Bridgewater.

HINTS ON DRESSING.

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—Mr. Winthrop Crocker after teaching a year in Bondsville, has returned to finish his course.

—'92. Mr. William F. Eldredge is teacher of Chemistry, Physics, Algebra, and Geometry in the New Hampshire State Normal School at Plymouth.

LOCALS.

MISS E. L. HUNNEWELL.

—An experiment in Chemistry.

Supplies needed.

A picture and book,
A maiden fair,
Bureau and deka,
Likewise a chair.

Experiment.

Put these together,
Thoroughly shake,
Observe the action.
Inference make.

Result.

A broken deka,
A broken chair,
A mad and aching,
Maiden fair.

—One young lady of the Junior class gave the details of hair curling as a physical change.

—The principal parts of two verbs not found in any latin lexicon,—

'scito, biteri, slapsi, killum
gungo, gingeri, gingerbread, givussum.

—The teacher was explaining that for one of three candidates to be elected by plurality he must have more than half the votes cast.

Pupil:—What if two of them should each have more than half the votes?

—In the heading of warrants issued in Plymouth County appears the following, "Plymouth SS." To the teacher's inquiry as to what SS. was the abbreviation for, one pupil replied, "South Shore."

—The subject under discussion was by what means the food passed from the mouth to the stomach. One member of the Psychology class said she always supposed it was by means of gravitation.

—In the gymnasium we are having special drill in promptitude, but it sometimes results in only half comprehending what is said. For instance, "Put *up* the horizontal bars," does not mean to take them down.

—A Sunday school teacher once asked a small boy the meaning of love, joy, and peace, and received these original definitions. "Love is liking folks awfully, joy is having a boss time, and peace is what my mother has when she has put me to bed."

—The idea of sense of touch was being taught. Teacher:—Why can the blind read raised letters?

Pupil:—Because they have trained their senses of touch.

Teacher:—Then how can we cultivate our sense of touch?

Pupil (aside):—By becoming blind.

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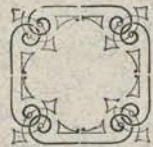
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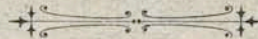
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